



National Child Care Information Center

A service of the Child Care Bureau

NCCIC

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FAMILY, FRIEND, and NEIGHBOR CHILD CARE: STATE and LOCAL STRATEGIES

Many children are now being cared for by family, friends, and neighbors in home settings. Family, friend, and neighbor care is also known as “kith and kin” care or “informal care,” as opposed to the care provided in more formal and professional center-based and family child care markets. The following is a sample of State and local strategies for supporting informal providers and the families who choose informal child care.

STATE INITIATIVES

Arizona

■ **Association for Supportive Child Care (ASCC)**

Kith and Kin Project

3910 South Rural Road, Suite O

Tempe, AZ 85282

602-244-2678

World Wide Web: <http://www.arizonachildcare.org/ascclinks.htm> ASCC is the fiscal and administrative member agency of a coalition that operates child care resource and referral agencies in eight different counties in Arizona. The Kith and Kin Project provides support, networking opportunities, and training to child care providers who care for the children of friends and relatives. For additional information on the project, call 480-829-0500.

California

■ **First 5 California Informal Child Caregiver Support Project**

California Children and Families Commission

501 J Street, Suite 530

Sacramento, CA 95814

916-323-0056

World Wide Web: <http://www.cafc.ca.gov/>

The goal of the First 5 California Informal Child Caregiver Support Project is to help educate and support family, friend, and neighbor (FFN) child caregivers in ways that will enhance the quality of care for young children who are in these settings and improve their school readiness. This project is being conducted in two phases: initial research and implementation activities across the State. Additional information is available on the Web at <http://www.cafc.ca.gov/prg.htm>. The following publication is a product of this Project:

- *Literature Review: Family, Friend and Neighbor Care: Promoting Quality Care and Children's Healthy Development* (January, 2004) by Amy Susman-Stillman, for First 5 California and ETR Associates, is a product of the first phase of this initiative. The literature review encompasses findings from a large body of research and information on family, friend, and neighbor (FFN) caregiving. First 5 California commissioned this project in order to provide a rationale from which to develop programs for FFN caregivers. The material is meant to provide support for developing funding applications; ideas on potential programs for FFN caregivers; contacts with whom to consult on issues pertaining to FFN caregivers; and research and promising practices in working with FFN caregivers. This resource is available on the Web at <http://www.etr.org/FFN/>.

■ **Crystal Stairs' License-exempt Assistance Project (LEAP)**

Crystal Stairs, Inc.

650 West Adams Boulevard, Suite 100

Los Angeles, CA 90007-2545

323-299-8998

World Wide Web: <http://www.crystalstairs.org/index.html>

Crystal Stairs, Inc., a child care resource and referral agency, operates LEAP, a license-exempt training and support program designed to outreach to child care providers that are not licensed, both relative and non-relative. The project provides support and technical assistance to providers who wish to obtain their child care license, and offers training and workshops in topics related to the enhancement of children's development and running a child care business. Two home visitation components are built into the project. One is designed to assess the physical environment before the State's licensing unit conducts an inspection of the provider's home. The second home visit is an observation that involves in-depth evaluations of the physical environment, emotional climate, and provider characteristics (i.e., material resources, information about the organization of child care, social and emotional well-being, child-rearing attitudes, etc.). Providers are given incentives for participating in the observational visit—\$20.00 and a bag of books and educational toys for the children.

Connecticut

■ **Care 4 Kids (Formerly, Child Care Assistance Program)**

60 Hartland Street, Suite 4A

East Hartford, CT 06108-3213

888-214-KIDS (5437)

World Wide Web: <http://www.ctcare4kids.com/>

Care 4 Kids is a Child Care and Development Fund (CCDF) child care subsidy program in Connecticut. The goal of the Care 4 Kids program is to make child care affordable for low-to-moderate income families in Connecticut. The program is a partnership between the State of Connecticut, the families in the program, and the relatives who take care of the children. Additional information is available on the Web at http://www.ctcare4kids.com/ct_whatIsCare4Kids.htm.

Hawaii

■ Tūtū and Me

808-524-7633

World Wide Web: <http://tutuandme.org/index.html>

Tūtū (grandparents) are the primary caregivers for approximately 20 percent of Hawaiian and part-Hawaiian children ages 0–5. Tūtū and Me—a free, mobile early childhood and parent-education program—is designed to equip elderly caregivers of Native Hawaiian children to be effective in preparing these children for school. There are four main goals of this program: 1) identify Native Hawaiian and underserved families with elderly caregivers of young children (ages birth–5) and the communities they reside in; 2) establish carefully planned, developmentally appropriate mobile early childhood programs for these families in the targeted communities; 3) provide topical discussions, presentations, and activities on caregiving skills; and 4) provide entry points/referrals to needed health and social services. Tūtū and Me is a U.S. Department of Education funded project for Native Hawaiian Family Based Education under the sponsorship of the Partners in Development Foundation.

Illinois

■ *Illinois Study of License-Exempt Child Care: Interim Report* (May 2003), by Steven G. Anderson, Dawn M. Ramsburg, and Bari Rothbaum, presents the first-year findings from the Illinois Study of License-Exempt Care, which is examining subsidized license-exempt care provision through the Illinois Child Care Program (ICCP). Findings are summarized under the following topic questions: (1) Who uses the ICCP overall? (2) What are the patterns of care for families using subsidized license-exempt home care? (3) What are the characteristics of ICCP license-exempt providers? (4) What factors influence families to choose license-exempt care? (5) What motivates caregivers to provide license-exempt care? (6) How do license-exempt providers, parents using license-exempt care, and community child care professionals describe the quality of license-exempt care? and (7) What are the concerns about license-exempt care? Findings suggest that steps to reinforce license-exempt care through policies that enhance resource provision and training are supported by parents, providers, and child care staff. This resource is available on the Web at http://www.dhs.state.il.us/newsPublications/plansReports/pdfs/dhs_planReports_isleccir.pdf.

■ *Supporting All Our Children: Conference Report on License-Exempt Home Child Care in Illinois* (2002), by Dan Lesser (National Center on Poverty Law), Barbara Coccodrilli Carlson (Welfare Law Center), Sujatha Jagadeesh Branch (Child Care Law Center), and Sherry Leiwant (NOW Legal Defense and Education Fund), describes the primary issues that surfaced at a conference of 35 decision-makers and persons with direct experience working with or studying license-exempt home child care providers. It offers the conveners' recommendations, based on the conference discussion, for improving Illinois' public policy in this area.

As discussed in the report, the License-Exempt Quality Enhancement Initiative is a program offered by the Day Care Action Council of Illinois (DCACI), funded in collaboration with the United Way/Success by Six and the Illinois Department of Human Services (IDHS). This

program offers license-exempt child care providers access to resources and support that can increase their capacity to provide quality programming to low-income children in Chicago.

This resource is available on the Web at

<http://www.povertylaw.org/advocacy/documents/SupportingAllOurChildren.pdf>.

Kansas

■ **Kansas Department of Social and Rehabilitation Services**

915 SW Harrison Street

Topeka, KS 66612

785-296-3959

World Wide Web: <http://www.srskansas.org/>

Under the Child Care Subsidy Program, any legal child care providers in Kansas may be used for care. Parents have a choice of licensed family or group day care homes, registered family day care, child care centers (regulated or unregulated legally exempt), out-of-home relatives, Head Start, and in-home care. Additional information is available on the Web at

http://www.srskansas.org/ISD/ees/child_care.htm.

■ **Kansas Association of Child Care Resource and Referral Agencies (KACCRRRA)**

Relative Care Provider Outreach Project

1512 E. Iron Avenue

Salina, KS 67401

785-823-3343

World Wide Web: www.kaccrra.org

The Kansas Association of Child Care Resource and Referral Agencies instituted a Relative Care Provider Outreach Project, funded by the Kansas Health Foundation. Through this project relative child care providers received training and education through home visits. The Project included the following: identifying relatives providing child care to a member(s) of their family; contacting each of the relative care providers by an initial letter; following up with telephone calls; and offering to bring a child care gift package to their home. Each gift package included a children's book, flyers on child care tips, a checklist of health and safety issues, a book about how to become a licensed family child care provider, and a local resource and referral training calendar. During home visits, project staff discussed with the providers the daily routines of child care offered by the providers, child development, developmentally appropriate activities, and other topics of interest.

Relative Care Provider Outreach Project, by Linda M. Mitchell, Wichita State University, is a report on the results of the project. This resource is available on the Web at

http://www.kaccrra.org/story_files/180/180_ss_file1.pdf.

- **Clay County Child Care Center**
License-Exempt Outreach Project
314 Court Street
Clay Center, KS 67432
785-632-2195

The project provides referrals and training through outreach programs that support child care centers as well as license-exempt providers.

Maine

- **Kennebec Valley Community Action Program (KVCAP)**
CareQuilt
97 Water Street
Waterville, ME 04901
800-542-8227 or 207-859-1500
World Wide Web: <http://www.kvcap.org/>

KVACP will use Head Start funds to establish CareQuilt with the purpose of building the family, friend, and neighbor option within Head Start. The goals for CareQuilt are the following:

- Use the family, friend, and neighbor caregivers to expand full-day/full-year services for 16 children that meet appropriate Head Start Performance Standards and the needs of low-income families, where parents are employed or transitioning from welfare to work;
- Foster children's development through their primary relationships with parents and family, friend, and neighbor caregivers;
- Enhance the quality of care that children receive from family, friend, and neighbor caregivers; and
- Conduct exploratory research on the CareQuilt model in order to assess family, friend, and neighbor care as an option and recruitment strategy for providing full-day/full-year Head Start services to parents who need non-traditional hours of care.

For additional information contact Patti Woolley, Director, Child and Family Services, at 207-859-1599 or e-mail pattiw@kvcap.org.

Minnesota

■ **Minnesota Child Care Resource and Referral Network (CCR&R)**

380 East Lafayette Road, Suite 103
St. Paul, MN 55107
651-290-9704

World Wide Web: <http://www.mnchildcare.org>

Minnesota CCR&R Network is committed to supporting all people who care for children. Each of the 22 regional CCR&R sites have staff who can provide information and resources to those who care for children on a variety of topics, including family, friend and relative care support. Additional information is available on the Web at <http://www.mnchildcare.org/index.html/Capacity.htm>.

Nevada

■ **The Children's Cabinet**

1090 South Rock Boulevard
Reno, NV 89502
775-856-6200

World Wide Web: <http://www.childrenscabinet.org/CabinetFrame.htm>

The Children's Cabinet receives both State and Federal funds to implement child care subsidies and quality assurance funds. The Children's Cabinet develops programs and resources in an effort to support kith and kin child care to increase quality and continuity of care and to support the parent choice model. The State of Nevada requires that every kith and kin provider in the subsidy program obtain three hours of approved child care training each year. The Children's Cabinet has developed a series of self-guided training modules (free of charge to providers), which include learning materials, activities, resources and paperwork to be submitted to show completion of the module. Available training modules cover topics on child development, including language and literacy, social-emotional development; math/numeracy, creative arts, social studies and science, and physical development. The Children's Cabinet has additional services for kith and kin providers, including "Tip of the Month" sheets, newsletters, a literacy calendar, grants for licensure and equipment, and technical assistance via the phone or a visit from staff.

New York

■ **Cornell Early Childhood Program**

The Informal Child Care Project
Department of Human Development
Martha Van Rensselaer Hall
Cornell University
Ithaca, NY 14853
607-255-2457

World Wide Web: <http://www.human.cornell.edu/units/hd/centers.cfm>

The project was established to support the developmental quality of informal child care across the State of New York. Cornell Cooperative Extension and The Cornell Early Childhood Program have been working with the New York State Office of Children and Family Services for the past three years on an exploratory research and education study. The aim of this study is to identify educational support that would be helpful to family, friend, and neighbor child care providers. Information on the Cornell Early Childhood Program is available on the Web at <http://www.human.cornell.edu/hd/cecp/>. Additional information on this project is available on the Web at <http://www.human.cornell.edu/units/hd/cecp/caregiver.html>.

Pennsylvania

■ Better Kid Care Program

Better Kid Care Program, a project of the Penn State University Cooperative Extension and Outreach, Family Development and Resource Management under the College of Agricultural Sciences, provides educational materials, learning experiences and programs to child care providers, parents, and employers throughout the State of Pennsylvania. The goal of the Better Kid Care Program is to improve the availability, accessibility and quality of child care. Resources for providers include a Web site with resources, satellite workshops, training workshops, video learn-at-home units, on-site training and a toll-free telephone helpline. The program is supported in part by funds from the Pennsylvania Department of Public Welfare, Pennsylvania Pathways Program. Additional information is available on the Web at <http://betterkidcare.psu.edu>.

Washington

■ *Understanding Family, Friend, and Neighbor Care in Washington State: Developing Appropriate Training and Support* (February 2002), by Richard N. Brandon, Erin J. Maher, Jutta M. Joesch, and Sharon Doyle, for the Human Services Policy Center, Evans School of Public Affairs, University of Washington, states:

We must consider the circumstances and demands of both caregivers and parents if we expect to adequately address the needs of all children. We incorporated the views of ECE experts and the values and preferences of parents and FFN caregivers into our assessment of the potential importance of training and support for family, friend, and neighbor (FFN) caregivers.

Definitions: Types of Care

For the purposes of this study, we defined FFN care as any regular, non-parental care other than a licensed center, program, or family child care (FCC) home. FFN care thus includes relatives, friends, neighbors, and other adults. Other types of non-FFN care are grouped into (a) *center care*, including licensed centers, Head Start, or the Washington Early Childhood Education and Assistance Program (ECEAP) program, nursery schools or pre-schools, and (b) *family child care* homes or mini-centers. *Primary care* refers to the non-parental care arrangement (of at least 5 hours per week) that is used more than any other arrangement.

This study answers several major questions:

1. *Demand for Care*: How many children are in FFN care, and for how many hours a week? Which families choose FFN care and for what reasons?
2. *Supply of Care*: Who are the FFN caregivers, how many children are they caring for and for how many hours; do they care for children with special needs; what are their qualifications and what problems do they experience in providing care? How many caregivers are likely to utilize various opportunities for support and training, and in what locations?
3. *Policy Implications*: Is FFN care a large enough issue to warrant state attention and involvement; if so, what types of training and support should be offered, to how many people, through what mechanisms, and at what cost? (pp. 1–2)

This resource is available on the Web at

http://www.hspsc.org/publications/early_ed/FFN_report_2002.pdf.

■ **Child Care Resources (CCR)**

1225 South Weller
Suite 300
Seattle, WA 98144
206-329-1011

World Wide Web: <http://www.childcare.org/child-care/index.htm>

Child Care Resources is a child care resource and referral agency (CCR&R) in Seattle/King County, Washington. Among its resources for providers, CCR has information about informal child care, including *Taking Care of Children: Resource Guide for Informal Child Care Providers*. This resource is available on the Web at

<http://www.childcare.org/providers/FFN%20Resource%20Guide%20-%20English.pdf>.

Additional information about CCR's resources for informal child care providers, including an introduction to this type of care and State definitions, is available on the Web at

<http://www.childcare.org/providers/index.htm>.

ADDITIONAL STATEWIDE INITIATIVES

■ **American Public Human Services Association (APHSA)**

810 First Street NE, Suite 500
Washington, DC 20002
202-682-0100

World Wide Web: <http://www.aphsa.org/>

In 2001, APHSA was awarded a grant from the John D. and Catherine T. MacArthur Foundation to work in collaboration with Child Trends to assist State child care administrators in the design and implementation of child care quality improvement strategies. APHSA polled State child care administrators about which topics they would most like to address; informal providers and early learning was chosen as the topic for the National Association of State Child Care Administrators

(NASCCA) Annual Meeting in October 2003. Below is a list of resources from the 2003 meeting:

Quality Initiative: Informal Providers and Early Learning

- Results from the *Informal Providers and Early Learning Survey* conducted in September 2003 with 34 States and Territories responding. The responses provided valuable information about State practices. *The State Survey Results and Analysis* provides a summary of State survey responses, a copy of the survey instrument, and a list of State contacts;
- Microsoft PowerPoint presentation from Georgia on “Informal Child Care Provider Management and Support,” State model presentation by Bonnie Murray, CAPS Director and Emilie Allen, CAPS Program Consultant;
- Microsoft PowerPoint presentation from Massachusetts on “In Home/Relative Care In Massachusetts,” State model presentation by Janet McKeon;
- Microsoft PowerPoint presentation on “Enhancing Family, Friend and Neighbor Care: the Research Case for Public Investment,” research presentation by Richard Brandon (University of Washington); and
- Microsoft PowerPoint presentation on “Family, Friend and Neighbor Care: What Research Shows,” research presentation by Toni Porter (Bank Street College of Education).

These resources are available on the Web at <http://www.aphsa.org/policy/ChildCare.asp>.

■ *Sparking Connections: Community-Based Strategies for Helping Family, Friend and Neighbor Caregivers Meet the Needs of Employees, their Children and Employers* (January 2003), by Marta Lopez, Peg Sprague, Nina Sazer O'Donnell, and Deborah Stahl, presents an initiative to identify community-based strategies for helping family, friend, and neighbor caregivers meet the needs of working parents, their children, and employers. Initiative goals include: (1) expand the knowledge base about how to enhance the child care provided by family, friend, and neighbor caregivers, including roles that retailers and other employers can play; (2) design, demonstrate, and document strategies to support a productive workforce by connecting employees and their family, friend, and neighbor caregivers to useful community resources; and (3) share what is learned with employers, families, communities, funders, and policy-makers throughout the nation. Model initiatives are presented to illustrate some of the creative ways that community organizations and public and private partnerships are beginning to address the needs of family, friend, and neighbor caregivers. Appendices include: a list of potential partners for making connections in the community, a chart providing information on what community partners can do, and a list of contributing experts. For a copy of this report, contact the Families and Work Institute at 212-465-2044 or on the Web at <http://www.familiesandwork.org/publications/sparking.html>.

■ **Alabama Child Care Consortium**

World Wide Web: <http://www.circ.uab.edu/childcare>

The Alabama Child Care Consortium, coordinated by the Civitan International Research Center at the University of Alabama at Birmingham (UAB) was funded via a subcontract with VOICES for Alabama's Children in 2000, to implement a major initiative to enhance the quality of child care provided by 1,700 relatives (who receive Federal subsidies for unregulated regular child care they provide to low-income families). For more information on the project, contact VOICES for Alabama's Children at 800-444-KIDS (5437).

ADDITIONAL RESOURCES

■ *The Use of Family, Friend and Neighbor Care: Findings from a Survey of State Policies* (January 2005), by Toni Porter and Shannon M. Kearns, presents data about State regulations, subsidy policies, and special initiatives for family, friend, and neighbor child care providers based on the results of a 48-State survey. The findings show that there is wide variation across the States in distinctions between care that is subject to regulation and care that is, as well as in the policies that States use to ensure subsidized children's health and safety in these license-exempt child care settings. The paper also indicates that interest in enhancing child care quality in family, friend, and neighbor care has increased in the past several years: two-fifths of the States supported initiatives for these caregivers in 2004. This resource is available on the Web at <http://www.bankstreet.edu/gems/ICCC/surveypaperfinal.pdf>.

■ *Doting on Kids: Understanding Quality in Kith and Kin Child Care* (December 2003), by Toni Porter, Rena Rice, and Sally Mabon, examines the quality of kith and kin child care using findings from focus group discussions with caregivers across the country about their understanding of the children in their care, their interactions with them, their relationships with parents, and their views on health and safety. Data indicate some positive aspects of quality in family, friend, and neighbor care. This resource is available from the Bank Street College of Education, Division of Continuing Education, at 212-961-3400 or on the Web at <http://www.bankstreet.edu/>.

■ *Change and Stability Among Publicly Subsidized License-Exempt Child Care Providers* (2003), by Marcy Whitebook, Deborah Phillips, Joon-Yong Jo, Nancy Crowell, Sara Brooks, and Emily Gerber, focuses on the stability and change of the subsidized license-exempt providers; part of a larger longitudinal study of all sectors of the child care workforce in Alameda County, located in the San Francisco Bay Area. This resource is available on the Web at <http://www.iir.berkeley.edu/cscce/pdf/license.pdf>.

■ *Non-Licensed Forms of Child Care in Homes: Issues and Recommendations for State Support* (June 2001), by Gwen Morgan, Kim Elliott, Christine Beaudette, Sheri Azer, and Sarah LeMoine, Wheelock College Institute for Leadership and Career Initiatives, examines States' interest in exploring how they can provide support to home care providers and help them to improve the quality of the care and education that children receive. This report is available on the Web at <http://nccic.org/pubs/nonlic-wheelock.pdf>.

■ *Kith and Kin—Informal Child Care: Highlights from Recent Research* (May 2001), by Melanie Brown-Lyons, Anne Robertson, and Jean Layzer, Abt Associates for the National Center for Children in Poverty (NCCP), summarizes what research tells about family, friend, and neighbor care and identifies significant gaps in knowledge. The report reveals a consistent, growing body of research related to the use of these forms of care and to parents' considerations when choosing it. It also identifies an important area where more work is needed: an understanding of the qualities of informal care providers and the ways in which they influence children's development. A better understanding of these issues is especially important for low-income families, who use child care by kith and kin in relatively larger numbers. This resource is available on the Web at http://www.nccp.org/pub_kkh01.html.

■ *The National Kith and Kin Child Care Initiative*, a Web site by Bank Street College of Education, provides information on research, policy, programs, and resources related to this topic. Under the Programs link, "Broadening Services: A State by State View," provides information on programs serving family, friends, and neighbor providers in the States of Arizona, California, Delaware, Kansas, Maine, Minnesota, New York, Ohio, and Pennsylvania. This Web site is available at <http://www.bankstreet.edu/kithandkin/index.html>.

■ *Neighborhood Child Care: Family, Friends, and Neighbors Talk About Caring for Other People's Children* (July 1998), by Toni Porter, Bank Street College of Education Center for Family Support Division of Continuing Education, discusses issues related to child care provided by family, friends, and neighbors. Included in this report is a review of literature, and discussion of a two-year project, initiated in 1997, between Bank Street College of Education's Center for Family Support, Child Care, Inc., and three community-based organizations to reach out and provide support to family, friends, and neighbor caregivers in New York City. Implications for public policy are discussed, including issues of regulation, subsidy payments, and allocations of State resources and priorities. This resource is available on the Web at <http://www.bankstreet.edu/kithandkin/neighborhood.pdf>.

■ *The Study of Children in Family Child Care and Relative Care: Highlights of Findings* (1994), by Ellen Galinsky, Carollee Howes, and Susan Kontos, is one of the only national studies that examines quality in family child care homes and relative care settings. This study focused on families and providers in the communities of San Fernando/Los Angeles, California; Dallas/Fort Worth, Texas; and Charlotte, North Carolina. The study found that care in the home of a provider is offered by three distinct groups: (1) regulated family child care providers; (2) non-regulated family child care providers; and (3) non-regulated relatives who provide care. Parents and providers agree about what is most essential: child safety, provider and parent communication about the child in care, and a warm, attentive relationship between the provider and child.

In addition, the book, *Quality in Family Child Care and Relative Care* (1995), by Susan Kontos, Carollee Howes, Marybeth Shinn, and Ellen Galinsky, published by Teacher's College Press, provides an in-depth academic presentation and analysis of the findings from *The Study of*

Children in Family Child Care and Relative Care, and chronicles the carefully designed study from the perspective of families, children, and providers. It examines relationships among quality and regulation, family incomes, costs, provider turnover, mothers' satisfaction, and children's development.

Both of these resources are available from the Families and Work Institute at 212-465-2044 or on the Web at <http://www.familiesandwork.org/>.

The National Child Care Information Center does not endorse any organization, publication, or resource.